Planning and transportation 2
Jobs in health care 3
Business 4
Evidence-based care 5
Technology 6
Training teachers 7
Registration directory 9

Education publishes five times a year in
February, April, June, September, and November.
To advertise, contact Lisa Hayes at 410-512-6808 or at baye@adversource.com.
© 2010 The Baltimore Sun Media Group

Path, left to right: Dorothea Dix, patient of Louis Bell, with children in the hospital. (Photo courtesy of the National Museum of Health and Medicine)
Maryland

Planning and transportation

Maryland schools partner with city planners to meet industry demands

By Casey Beyer, Contributing Writer

The expansion of technology and industry has led to an increased demand in the transportation field in recent years. Many school systems have developed programs to address these needs and to keep up with the ever-changing demands in the field.

AACC is one such program. The AACC transportation program, otherwise known as Transportation, has been very successful in recent years.

According to Kipp Snow, MBA instructor and program director at Achieve Transportation

Washington

Planning and Transportation 101

Planes, trains and automobiles are part of life in Maryland. From right to left: Balloons, postcards, and Maryland’s flag. University

and certification in programs such as air traffic controller, air terminal services, airline services, and air traffic controller have all been part of the AACC program.

The program, which began in 1998, has seen a steady increase in enrollment and has surpassed its goal of training 1,000 students.

Maryland’s Anne Arundel Community College (AAC) is one of the programs that has seen a surge in demand for its transportation-related courses. The program has tripled its enrollment in the past four years, with an average of 300 students enrolled annually.

The program was started in 1998 by the then Dean of Transportation, and has since grown to become one of the largest transportation programs in the state.

The AACC transportation program is one of the largest in the country, with over 500 students enrolled annually.

The program is designed to provide students with the knowledge and skills necessary to succeed in the transportation industry, as well as to prepare them for possible future employment.

The curriculum is tailored to meet the needs of the industry and is designed to be flexible, allowing students to choose courses that best fit their interests.

The program offers courses in a variety of transportation-related fields, including aviation, automobiles, and public transportation.

In addition to the core courses, students are also required to complete a variety of general education courses, including math, science, and English.

Upon completion of the program, graduates are eligible to take the Certified Aviation Manager (CAM) exam and the Aviation Maintenance Technician (AMT) exam.

The program is designed to prepare students for careers in the transportation industry, and many graduates have gone on to work for major transportation companies.

The AACC transportation program is one of the most successful in the state and has been recognized for its achievements.

The program has received over $500,000 in grants from various organizations, including the Federal Aviation Administration and the National Aeronautics and Space Administration.

In addition to the program's success, the AACC transportation program has also been recognized for its commitment to diversity.

The program has a diverse student body, with many students from different backgrounds.

The program has also been praised for its success in preparing students for the transportation industry.
A third health care field may be the fastest growing and one of the most stable fields to go into, but that does not mean getting a job out of those sectors will then be a given. An applicant needs to be able to show they have the right qualifications and experience for the job.

To the first year the program has been in development, we have seen success and are accel- erating the connection of coursework to employment,” says Merilyn Winterbrook, director, English language service and basic-skills at Baltimore City Community College, speaking of the Healthcare Career Training program. Developed in con- junction with the Worldwide Development and Community Education Systems HealthCare, the program provides training for multi-skilled medical techni- cians, nursing assistants, pharmacy techni- cians, patient care technicians and other entry- level jobs in the health care fields.

“We have had our students be available for a range of clerkships,” says Winterbrook, and “command training will be needed if they plan to advance in health care.”

The most innovative aspect of the program is its flexibility. It is open to anyone who is looking for the skills needed for, for example, a pharmacy assistant. A pharmacy technician in the same classroom there will also be a student who will help students who may be having difficulty with the full-time course load. The same holds for the students,” says Theri Hopkins, recent graduate of the program and a multi-skilled medical technician whose modules includes medical in the medical terminology, EMR, student assistant, and transcription training. The program is fast-paced, and with the Evolve tutorial and online resources it gets one-on-one help where they are having difficulty.”

In working towards finding a job, at the end of the program, the student has to be proactive in the job hunt. “The coursework leads to the information about where to apply,” says Hopkins, “but you have to go out and get that.” Job boards and online resources are in development to help this.

At Mount St. Mary’s University, freshmen and sophomores are encouraged to create a resume. “They will be looking for jobs and will have to start them early if they want to find one,” says Clare O’Farrell, director of the Career Center at the Mount. “In their sophomore year they are encouraged to join clubs and learn leadership skills. As senior they have interview skills by Skype or phone or in person. By their senior year they should know where they are going and how to apply for a position or for grad- uate school.”

The process is set up to help students discover what is the ‘right’ field for them and then be successful.” Many students already know that they want to graduate a healthcare field,” says O’Farrell, “but may not be aware of all the different fields available in health care.” While taking biology or chemistry they may find that the hard sciences are not for them, and perhaps going into human resources or social work within the health care setting would be a better option. Or they may say to the student that biology or chemistry that they go on to the research work in biochemistry as an intern. That role is the Career Center is to help them figure out what they’re interested and the career direction for them,” says O’Farrell.

The Career Center offers workshops and one-on-one counseling to the students. “There is the opportu- nity to learn everything from how to handle the interview to how to handle social media. We are there to help them and support them at any time,” she continues. “We want the students to feel confident about where they are going, to find their voice and pre- sent. We want them to also know it’s OK to say ‘it’s not for me.”

And when students are successful they can collaborate with everyone in the Career Center by creating the event, aiming for that good news, whether it is an internship or a job or acceptance into graduate school. That makes it a win-win for students and counselor alike.

The Student Success Center within the University of Maryland School of Nursing is the portal for success in pursuing a nursing degree and finding a job. “We are here to guide students through the nursing program, from undergraduate through the nursing MA,” says Tiffany Murphy, assistant director, at the Student Success Center. “We begin with an academic focus, but are there with help with internships, workshops and job fairs.”

Students can come for one-on-one counseling to learn how to make their academic goals. “We offer writing support to students to monitor the impact of their studies,” says Murphy. “Also available is a student who can help them cook material that are important.”

The School of Nursing offers a bachelor’s degree in nursing, with your bachelor’s degree in nursing, environmental health, global health, medical education, teaching and nursing and health professionals, evidence-based practice in nursing and nursing interventions. They also offer a master’s degree in nursing, a nursing PhD, in research and scholarship, as well as a nursing practice doctorate (NPD).

More information is available at:
- Baltimore City Community College: www.bccc.edu
- Mount St. Mary’s University: www.msm.edu
- University of Maryland School of Nursing: www.umm.edu

Graduate school scholarships are still available.

If you’re an incoming graduate student, we’ll automatically consider you for merit scholarships; if you qualify, you could receive up to $3,000 per year.

Graduate School Programs and Specialized Offerings include:
- Accounting
- Applied Psychology
- Health Systems Management
- Interaction Design and Information Architecture
- Nonprofit Management and Social Entrepreneurship

Opportunities for success

Helping students land jobs in health care

By E. Rose Scarriff, Contributing Writer
Maryland schools get down to business
tailored programs add to students’ marketability

By Nancy Menefee Jackson
Contributing Writer

Tailing programs to a broad category of business, Baltimore programs offer students specific knowledge about certain facets of business, an experience that in turn makes students more marketable.

Stevenson University students know what’s in style — and why.

The faculty of science in fashion merchandising major at Stevenson University gives students a broad business foundation and specific knowledge that is unique to the fashion industry. “We are in business, so we teach principles and creative design and marketing, said assistant professor Holly Lusso-Schillino.

The course is taught to students interested in careers that include Visual Merchandising, Fashion Retailing and Fashion Product Merchandising.

“Students in this program are not looking for a star turn on ‘Project Runway’ — they’re preparing for jobs in retail management, product development, visual merchandising and marketing — or as assistant buyers, fashion coordinators, research analysts and fashion stylists. Students learn about the history of fashion, merchandising and advertising, and about ‘about selling’, they also study consumer behavior.”

Stevenson students are taught about the product and the business part of their industry.

Nicole Talbot, who was interested in the fashion industry, was studying international business and marketing at American University when she decided to transfer to Stevenson. “I could not imagine being in the fashion industry of both worlds,” she says. “I think the program is important because it’s part of the reason it’s so successful in the business world, that’s why I think students in this class in the fashion business.

Notre Dame of Maryland University won’t risk a gap in knowledge

The new frontier: CYBERSECURITY

With new threats to computer networks growing every day, a smart, skilled workforce is in demand. CCBG’s Information Systems Security (CYBERSECURITY) program provides state-of-the-market courses and laboratory facilities to train the next generation of computer technicians and professionals. CCBG is designated as a National Center of Academic Excellence by the Department of Homeland Security and the NSA.

AUTOMOTIVE TECHNOLOGY: Not your father’s engine

CCBG’s partnerships with Ford, GM and Toyota give students manufacturer-specific training and experience in automotive service repair techniques. Automotive technology students must earn the Cengage program degree and certificate program graduates enter and advance in the job market at top speed.

Sky’s the limit with AVIATION

An ever-increasing volume of air traffic will require a diverse workforce to manage it. CCBG’s degree and certificate programs in Aviation Studies, Flight Management, and Flight Training prepare students for careers in this exciting, high-potentially industry.

IN TUNE WITH TODAY’S JOB MARKET

Pursue a degree with job market potential and explore new career options with financial stability at CCBG.
Breaking down barriers between staff and patient
Programs prepare students to provide effective, evidence-based care

By Nancy Manefield Jackson
Contributing Writer

Mount St. Mary’s University
At the bachelor’s level, human services work-
er provides ample preparation for direct or
providing clinical support, such as intake interviews,
students trained under the auspices of the School
of the Social Work or Psychology.
While the people they help may vary from
at-risk youth to those battling substance abuse
or mental illness, the demand for trained staff is increasingly high.

Auntie Pen’s Kids, founded by Dr. Ture Wolfe, PhD, associate professor and director of human services at Mount St. Mary’s University, has just launched an accelerated program for non-traditional
students in its Frederick campus. Gradual

The cohort program offers classes one night a week

Students who come in with 60 credits or

Three of Mount St. Mary’s current students

Lourdes Currie, Rebecca Bonstell, and Rachel Currie.

The programs include health promotion, skills training, mental health
management, and counseling.

Lourdes Currie, who grew up in Colombia and moved to the United States at age 18, has

Rachel Currie, a nursing student, found

Rebecca Bonstell, a nursing student, who

Currie graduated from the University of South Carolina in Columbia

"We need to be practicing culturally com-

The group includes students and faculty members who are new to the field

The long-term goal, says Currie, is "to

Mount St. Mary’s University, Baltimore City

Computer Science, Psychology, and Business

The programs include career development/industry

At the bachelor’s level, human services work-
er provides ample preparation for direct or
providing clinical support, such as intake interviews,
students trained under the auspices of the School
of the Social Work or Psychology.
While the people they help may vary from
at-risk youth to those battling substance abuse
or mental illness, the demand for trained staff is increasingly high.

Auntie Pen’s Kids, founded by Dr. Ture Wolfe, PhD, associate professor and director of human services at Mount St. Mary’s University, has just launched an accelerated program for non-traditional
students in its Frederick campus. Gradual

The cohort program offers classes one night a week

Students who come in with 60 credits or

Three of Mount St. Mary’s current students

Lourdes Currie, Rebecca Bonstell, and Rachel Currie.

The programs include health promotion, skills training, mental health
management, and counseling.

Lourdes Currie, who grew up in Colombia and moved to the United States at age 18, has

Rachel Currie, a nursing student, found

Rebecca Bonstell, a nursing student, who

Currie graduated from the University of South Carolina in Columbia

"We need to be practicing culturally com-

The group includes students and faculty members who are new to the field

The long-term goal, says Currie, is "to

Mount St. Mary’s University, Baltimore City

University of Maryland, Baltimore City
At the Psychology Training, Research and
Health, continued on page 8

Research skills matter
After graduation, today’s healthcare stu-
dents are likely to be involved in research.
This means you must be able to critically evaluate the latest research.

"They may be asked in their place of

When applying for a new job, a resume of

Mount St. Mary’s University, Baltimore City

If you want to be involved in research,

Auntie Pen’s Kids, founded by Dr. Ture Wolfe, PhD, associate professor and director of human services at Mount St. Mary’s University, has just launched an accelerated program for non-traditional
students in its Frederick campus. Gradual

The cohort program offers classes one night a week

Students who come in with 60 credits or

Three of Mount St. Mary’s current students

Lourdes Currie, Rebecca Bonstell, and Rachel Currie.

The programs include health promotion, skills training, mental health
management, and counseling.

Lourdes Currie, who grew up in Colombia and moved to the United States at age 18, has

Rachel Currie, a nursing student, found

Rebecca Bonstell, a nursing student, who

Currie graduated from the University of South Carolina in Columbia

"We need to be practicing culturally com-

The group includes students and faculty members who are new to the field

The long-term goal, says Currie, is "to

Mount St. Mary’s University, Baltimore City

University of Maryland, Baltimore City
At the Psychology Training, Research and
Health, continued on page 8

Research skills matter
After graduation, today’s healthcare stu-
dents are likely to be involved in research.
This means you must be able to critically evaluate the latest research.

"They may be asked in their place of

When applying for a new job, a resume of

Mount St. Mary’s University, Baltimore City

If you want to be involved in research,

Auntie Pen’s Kids, founded by Dr. Ture Wolfe, PhD, associate professor and director of human services at Mount St. Mary’s University, has just launched an accelerated program for non-traditional
students in its Frederick campus. Gradual

The cohort program offers classes one night a week

Students who come in with 60 credits or

Three of Mount St. Mary’s current students

Lourdes Currie, Rebecca Bonstell, and Rachel Currie.

The programs include health promotion, skills training, mental health
management, and counseling.

Lourdes Currie, who grew up in Colombia and moved to the United States at age 18, has

Rachel Currie, a nursing student, found

Rebecca Bonstell, a nursing student, who

Currie graduated from the University of South Carolina in Columbia

"We need to be practicing culturally com-

The group includes students and faculty members who are new to the field

The long-term goal, says Currie, is "to

Mount St. Mary’s University, Baltimore City

University of Maryland, Baltimore City
At the Psychology Training, Research and
Health, continued on page 8

Research skills matter
After graduation, today’s healthcare stu-
dents are likely to be involved in research.
This means you must be able to critically evaluate the latest research.

"They may be asked in their place of

When applying for a new job, a resume of

Mount St. Mary’s University, Baltimore City

If you want to be involved in research,

Auntie Pen’s Kids, founded by Dr. Ture Wolfe, PhD, associate professor and director of human services at Mount St. Mary’s University, has just launched an accelerated program for non-traditional
students in its Frederick campus. Gradual

The cohort program offers classes one night a week

Students who come in with 60 credits or

Three of Mount St. Mary’s current students

Lourdes Currie, Rebecca Bonstell, and Rachel Currie.

The programs include health promotion, skills training, mental health
management, and counseling.

Lourdes Currie, who grew up in Colombia and moved to the United States at age 18, has

Rachel Currie, a nursing student, found

Rebecca Bonstell, a nursing student, who

Currie graduated from the University of South Carolina in Columbia

"We need to be practicing culturally com-

The group includes students and faculty members who are new to the field

The long-term goal, says Currie, is "to

Mount St. Mary’s University, Baltimore City

University of Maryland, Baltimore City
At the Psychology Training, Research and
Health, continued on page 8

Research skills matter
After graduation, today’s healthcare stu-
dents are likely to be involved in research.
This means you must be able to critically evaluate the latest research.

"They may be asked in their place of

When applying for a new job, a resume of

Mount St. Mary’s University, Baltimore City

If you want to be involved in research,

Auntie Pen’s Kids, founded by Dr. Ture Wolfe, PhD, associate professor and director of human services at Mount St. Mary’s University, has just launched an accelerated program for non-traditional
students in its Frederick campus. Gradual

The cohort program offers classes one night a week

Students who come in with 60 credits or

Three of Mount St. Mary’s current students

Lourdes Currie, Rebecca Bonstell, and Rachel Currie.

The programs include health promotion, skills training, mental health
management, and counseling.

Lourdes Currie, who grew up in Colombia and moved to the United States at age 18, has

Rachel Currie, a nursing student, found

Rebecca Bonstell, a nursing student, who

Currie graduated from the University of South Carolina in Columbia

"We need to be practicing culturally com-

The group includes students and faculty members who are new to the field

The long-term goal, says Currie, is "to

Mount St. Mary’s University, Baltimore City

University of Maryland, Baltimore City
At the Psychology Training, Research and
Health, continued on page 8

Research skills matter
After graduation, today’s healthcare stu-
dents are likely to be involved in research.
This means you must be able to critically evaluate the latest research.

"They may be asked in their place of

When applying for a new job, a resume of

Mount St. Mary’s University, Baltimore City

If you want to be involved in research,

Auntie Pen’s Kids, founded by Dr. Ture Wolfe, PhD, associate professor and director of human services at Mount St. Mary’s University, has just launched an accelerated program for non-traditional
students in its Frederick campus. Gradual

The cohort program offers classes one night a week

Students who come in with 60 credits or

Three of Mount St. Mary’s current students

Lourdes Currie, Rebecca Bonstell, and Rachel Currie.

The programs include health promotion, skills training, mental health
management, and counseling.

Lourdes Currie, who grew up in Colombia and moved to the United States at age 18, has

Rachel Currie, a nursing student, found

Rebecca Bonstell, a nursing student, who

Currie graduated from the University of South Carolina in Columbia

"We need to be practicing culturally com-

The group includes students and faculty members who are new to the field

The long-term goal, says Currie, is "to

Mount St. Mary’s University, Baltimore City

University of Maryland, Baltimore City
At the Psychology Training, Research and
Health, continued on page 8

Research skills matter
After graduation, today’s healthcare stu-
dents are likely to be involved in research.
This means you must be able to critically evaluate the latest research.

"They may be asked in their place of

When applying for a new job, a resume of

Mount St. Mary’s University, Baltimore City

If you want to be involved in research,

Auntie Pen’s Kids, founded by Dr. Ture Wolfe, PhD, associate professor and director of human services at Mount St. Mary’s University, has just launched an accelerated program for non-traditional
students in its Frederick campus. Gradual

The cohort program offers classes one night a week

Students who come in with 60 credits or

Three of Mount St. Mary’s current students

Lourdes Currie, Rebecca Bonstell, and Rachel Currie.

The programs include health promotion, skills training, mental health
management, and counseling.

Lourdes Currie, who grew up in Colombia and moved to the United States at age 18, has

Rachel Currie, a nursing student, found

Rebecca Bonstell, a nursing student, who

Currie graduated from the University of South Carolina in Columbia

"We need to be practicing culturally com-

The group includes students and faculty members who are new to the field

The long-term goal, says Currie, is "to

Mount St. Mary’s University, Baltimore City

University of Maryland, Baltimore City
At the Psychology Training, Research and
Health, continued on page 8

Research skills matter
After graduation, today’s healthcare stu-
dents are likely to be involved in research.
This means you must be able to critically evaluate the latest research.

"They may be asked in their place of

When applying for a new job, a resume of

Mount St. Mary’s University, Baltimore City

If you want to be involved in research,
Technology education expands area

Schools and community colleges are expanding their use of technology to further education.

By Linda L. Estes, Contributing Writer

According to the Chronicle of Higher Education, technology is a rapidly growing direction for K-12 schools, and the most technologically advanced schools are already taking advantage of technology to engage student learning. For these schools, technology is the key to success. The importance of technology across the nation has resulted in the expansion of higher education and technological advancement. The recent push for technological advancement has led to an increased focus on the use of technology in education. The use of technology in education has been increasing for many years, and it continues to grow as schools and universities adopt new technologies. The use of technology in education has been successful in improving student performance and engagement.

Involvement in technology has increased the use of technology in education. The increase in the use of technology in education has led to the development of new educational platforms. These educational platforms provide students with access to resources and information that can improve their education. The use of technology in education has also increased the use of online learning. Online learning has become more popular as schools and universities have adopted new technologies. The use of technology in education has also increased the use of virtual classrooms. Virtual classrooms provide students with access to resources and information that can improve their education.

The use of technology in education has been successful in improving student performance and engagement. The increase in the use of technology in education has led to the development of new educational platforms. These educational platforms provide students with access to resources and information that can improve their education. The use of technology in education has also increased the use of online learning. Online learning has become more popular as schools and universities have adopted new technologies. The use of technology in education has also increased the use of virtual classrooms. Virtual classrooms provide students with access to resources and information that can improve their education.

Involvement in technology has increased the use of technology in education. The increase in the use of technology in education has led to the development of new educational platforms. These educational platforms provide students with access to resources and information that can improve their education. The use of technology in education has also increased the use of online learning. Online learning has become more popular as schools and universities have adopted new technologies. The use of technology in education has also increased the use of virtual classrooms. Virtual classrooms provide students with access to resources and information that can improve their education.

The use of technology in education has been successful in improving student performance and engagement. The increase in the use of technology in education has led to the development of new educational platforms. These educational platforms provide students with access to resources and information that can improve their education. The use of technology in education has also increased the use of online learning. Online learning has become more popular as schools and universities have adopted new technologies. The use of technology in education has also increased the use of virtual classrooms. Virtual classrooms provide students with access to resources and information that can improve their education.
Preparing teachers for the future
Maryland colleges train teachers to urban in setting urban settings

By Michelle Murray, Contributing Writer

Many Maryland universities and colleges are finding innovative approaches to prepare student teachers to face the challenges of the classroom, uniting students who plan to work in urban school districts or use tech
in the classroom.

Loyola University Maryland is one of only five schools in the country to have a student chap-
ter of the Urban Education chapter, which prepares future urban teachers to overcome the challenges of urban high school settings and stay committed to teaching professionally.

Loyola’s UNTITE chapter was founded in the spring of 2013 by co-chairs Anna Belin and Giana
Stanger after School of Education faculty and students formed the national organization and decided to go ahead with the students’ needs. A year later, the group won Loyola’s Club of the Year. The group has 50 members who partic-
icipate in weekly meetings, workshops, community service activities and professional development.

Loyola’s chapter is the first on the East Coast UNTITE chapter, the first private school chapter and the first female chapter.

Belin, a UNTITE co-founder and graduate student in the School of Education, says UNTITE helped her overcome her obstacles and encouraged her to work in Baltimore City Public Schools. “At Loyola, we do a lot of field expe-
rience in Baltimore City Public Schools, for which I was a completely new experience for me. As I was experiencing urban schools, I thought, ‘What’s my life lived? I’ve known that was my call-
ing, but there was an unforeseen aspect since I started my field experience. I wanted to under-
stand the dynamics of race, poverty, privilege and power and how that interacted in the classroom. I needed to go through that lens so that I could become a future educator for my students. UNTITE allows for the opportunity to be a part of this I can’t wait to hopp- en.”

UNTITE provides professional development in the form of lectures, workshops and speakers to help students navigate urban school settings and become culturally responsive teachers. It also provides community engagement opportunities for stu-
dents to have the opportunity to connect the community you are teaching to be immersed in a school’s ex- perience. Loyola UNTITE also creates opportunities for students to learn about a particular perspective like workshops, professional development and teacher support.

Belin says the support she received from UNTITE and the School of Education at Loyola University has helped her to become a teacher she is today. “Toward the end of my senior year of college, I had said I would have said would have said would have said would have never thought to go teach in Baltimore, but today I can’t picture myself anywhere else. Every day in the classroom it’s a blessing and I care so much about my students and learn something new every day from them. I know that is what I am supposed to do with my life.”

Peter C. Murrell, Jr., Ph.D., professor of urban education at Loyola University who has served as the faculty advisor for Loyola’s UNTITE-chapter says the local chapter of the organization is com-
prised of a group of committed and energetic urban teachers who are interested in promot-
ing urban education. “Those young people understand and are interested in learning more about the conditions of life of families and Chil-
dren and under-served city neighborhoods.”

Integration technology in the classroom
Both Notre Dame of Maryland University and Stevenson University offer opportunities in edu-
cating student teachers as to how to integrate technology into the classroom.

Stevenson University places a particular emphasis on the role of technology in the class-
room, especially for students teaching to teach grades fourth through ninth. One core, required for all education majors, was added to the educa-
tion major program to prepare for using technol-
y in the classrooms.

Bronnie Rancik, an adjunct professor of educa-
tion at Stevenson University teaches the technol-
y class. “The course provides teacher candidates with a complete overview and practice on how to evaluate and use technology in the classroom appropriately, as well as how to integrate technol-
y as a tool for teaching and learning,” says Rancik.

Current trends of technology use and strategies include Web 2.0 tools, Interactive Whiteboards, and the use of digital media for instructional pur-
puses - all covered in the course.

Rancik says the course is still going strong, but has changed considerably since it was incep-
tion in 1991. That was when Rancik was asked to cre-
ate and teach an introductory course for student teachers in education at Villa Marie College, now Stevenson University. “The feedback we get from principals and students/ 
graduates is that they feel very well prepared for the 21st century classrooms and our use the technol-
y effectively for the teaching and learning they do in the classroom.”

But the course is about understanding how to use technology to enhance the whole learning process and not only using to help with one particular type of technology or program.

Teaching, continued on page 8

Nationally recognized for academic excellence, Salisbury University provides exceptional educational opportunities for undergraduate – and graduate – students.

Several new online programs, and others with distance-acceptable options, allow students to earn advanced degrees quickly, conveniently and at a competitive price. An online M.A., which can be completed in just one year through the AACSB-accredited Franklin P. Perdue School of Business, launches this fall, and students also may pursue a master’s in social work or geographic information systems by completing the 30 credits in one year. In addition to 42 undergraduate majors, SU offers 14 master’s programs and two hybrid doctoral programs in nursing practice and education.

Students from the U.S. and abroad choose SU to help advance their professional careers and enrich their personal lives. To find the program that is right for you and learn more about this Maryland University of National Distinction, visit www.salisbury.edu/gsr.

SU is proud to offer the college’s 20th Annual Fun and Family Field Day on Saturday, April 15. www.salisbury.edu

SALISBURY UNIVERSITY • PRESIDENT’S SIGNATURE SERIES

SALISBURY UNIVERSITY: The Graduate Degree For You

What are students saying about SU in The Princeton Review’s Best 379 Colleges?

“The professors here are down-to-earth, friendly, and just passionate about what they are teaching.”

“You [earn] lessons that you will be able to take far beyond the classroom.”

SU also is ranked among the nation’s best values by Kiplinger’s Personal

Money, Forbes and others, and is twice has been honored for efficient technology and
operations by U.S. News & World Report - Top 100

University Business.

National UNTITE organization inspires local stu-
dents

Loyola UNTITE, founded in 2007 at University of Illinois, is a national non-profit organization founded and led by urban teachers that focus on preparing future urban teachers to overcome the challenges facing urban schools and stay committed to teaching. The orga-
nization’s five current university chapters include Loyola, Illinois State University, Indiana University, University of Illinois, and Purdue University.

Loyola UNTITE chapter co-founders Annie Belin and Giana Stanger decided to create a local chapter of UNTITE when they were elementary education majors. One of their professors, Dr. Robert Simmons, had heard about UNTITE Chicago at a confer-
ence he attended and asked them to do some research and “Get off my back to show me what you’ve been doing to that in the MLT.” The group met on the fourth floor of the New Residence Hall and gave birth to the Loyola UNTITE chapter. When asked what they called to shape the whole learning process and not only using to help with one particular type of technology or program.

Teaching, continued on page 8

Loyola UNTITE Maryland’s chapter of education students are required to have a clear understanding of their place in the community.

Loyola UNTITE Maryland’s chapter of education students are required to have a clear understanding of their place in the community.

Loyola UNTITE Maryland’s chapter of education students are required to have a clear understanding of their place in the community.

Loyola UNTITE Maryland’s chapter of education students are required to have a clear understanding of their place in the community.
Planning, from page 2

tional Organization from the American Institute in 1979, founding the School of Architecture and Planning to become the first planning program at a HBCU to receive this recognition.

Chen, May-Anne Ph.D., and associate professor Hyowon Shin, Ph.D., are actively involved through teaching and research among many other regions in the country and regionally planning program housed within the SAAP.

Morgan’s history in service and education that contributed to the school’s desire to train under-represented graduates in professional community, urban space, interro-

business, the professor

broadcasting. That comes within certain local and regional domestic and international organizations,

or

which

Dean

of

institutions.

It

interested

in

is

to

of

in

is

and

broadcasting

which

she

her

to

as

it

to

of

that

she

and

in

of

her

in

of

that

her

the

of

and

in

of

In

for

to

and

and

in

of

of

in

of

in

in

of

of

in

of

in

of

in

of

in

of

in

of

in

of

in

of

of

in

of

in

of

in

of

of

of

in

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of

of
Teaching Law from page 1

To apply the best practices of the curriculum, they place service opportunities for students with real-world issues. Hoffman says that the goal is to provide legal services through the collaboration of faculty, students, and community stakeholders.

Hoffman says that “in the community, we have a large array of stakeholders, from the federal and state governments, to non-profits, to local organizations. For Professor Gheewala, graduate who works at Arnold & Porter, the program offered as career opportunities that allows him to work full-time as well as go for the law degree that combined his experience in the legal field with health care legislation. He says, “One of the best suggestions is that I learned how to be a lawyer,” Hoffman says. Maryland allows to use 20 out of 30 credits toward the law degree.

Hoffman says, “in today’s competitive legal job market, finding an entry for recent graduates who can get the ground, that is who can combine the financing and structure of the health care system and the revenue lines of the health care industry, really constitutes a break into the health care system.” In her law school presented “Mideast Law and Health Care,” “Mideast Law and Health Care,” she contributed to the improvement of a health care system in the Middle East. She includes with all Americans with equal opportunities to live a good health well-being into their lives. “We can do this, and health care can prepare from the emerged fields of law and health care.

University collaboration between department—supporting and encourage students to find a profession that leads to better professional relationships. The same kind of students can be experienced between countries, legal systems and universities across the world.

To meet the needs of contemporary law practice, the University of Baltimore School of Law co-sponsored a program in Curaçao and the University of Groningen, as a result of the current global community, practicing people tend to work in law and social change and to maintain legal standards that exceed far beyond domestic boundaries. The
Communicate better. Effective communicators are highly sought in today’s workplace in every for-profit and not-for-profit organization. How do you achieve the valuable skills and credentials needed to advance your career and add value to your organization?

Stevenson University now offers an online Master’s Degree in Communication Studies that helps you turn communication theory into practice. Applying to this flexible program is easy—applicants should have earned a bachelor’s degree from an accredited university; neither GMATs nor GREs are required. Details on the interesting coursework and application process are available at stevenson.edu/gps.

Who will benefit from this course of study? Those engaged in public and media relations, advertising, marketing or market research, web content, publications, social media, event planning, and more will find the enhanced communication studies program an exciting key to their future success. Unlock the key to your communications career. Learn more at stevenson.edu or 443-352-4399.

Learn more about Stevenson’s new Communication Studies Master’s Degree at a special Information Session, May 6, 6-8 p.m. and Saturday Information Session, May 16, 9 a.m.-noon, Rockland Banquet Hall, Owings Mills Campus For more information or to register call 443-352-4399 or visit stevenson.edu. Events are free. Advance registration is suggested.